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AUTHOR Duron, Guillermo, Ed.
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ABSTRACT

This booklet describes 16 model education projects in Colorado that are funded under the federal Education Consolidation and Improvement Act of 1981 and the Elementary Secondary Education Act of 1978. These programs illustrate how federal funds have had a positive impact on the education of Colorado students. The projects and the cities where they are located include: Early Childhood Education Project, Denver; K-6 Instructional Assistance Project, Denver; Math Achievement That Happens (grades 2-5), Aurora; Parents as Teachers Project, Commerce City; Preschool and Improvement of Reading, Fort Collins; Prescriptive Individualized Diagnostic Education, Pueblo; Continuous Processing Skills Project, Colorado Springs; Cherry Creek Grant Program for innovative K-12 teaching projects, Arapahoe County; Jefferson County Computer Education Program, Jefferson County; Innovative Designs to Encourage Achievement, a K-12 curriculum supplement program, Littleton; Project EXPLORE, a curriculum effort for grades 3-5, Northglenn; Talented and Gifted Enrichment Programming, Summit County; Family English Literacy Program, Denver; Basic Bilingual Education Program, Fort Lupton; Weld Cooperative Migrant Education Program, LaSalle; and the San Luis Valley Summer Migrant Credit Accrual/Credit Exchange Program, Alamos. Each project description includes information about participants and agencies; major activities; a brief evaluation of the project; and a contact name, address, and telephone number. (TES)

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Special Projects

Meeting Special Needs

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Edited by:
Guillermo Durón, Consultant
Special Projects Unit

In Cooperation with:

Betty Hinkle, Executive Director
Special Projects Unit

Arvin Blome, Assistant Commissioner
Office of Federal Relations and Instructional Services

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**SPECIAL PROJECTS UNIT
OFFICE OF FEDERAL RELATIONS AND INSTRUCTIONAL SERVICES
COLORADO DEPARTMENT OF EDUCATION**

The Special Projects Unit has administrative responsibility for four federal education programs and/or services: Chapter 1, Chapter 2 (Educational Block Grant), Migrant Education as authorized by Public Law 97-35, Educational Consolidation and Improvement Act (ECIA) of 1981, and Title VII (Bilingual Education) a technical assistance grant as authorized by Public Law 95-561, Elementary and Secondary Education Act (ESEA) of the Education Amendments of 1978.

The unit provides administrative oversight of the annual distribution of approximately 45 million dollars to Colorado school districts and eligible institutions. These funds are distributed by prescribed formulas from state grant awards for Chapter 1, Chapter 2, and Migrant Education for use by local education agencies (LEAs) to implement the program purposes of these three federal education programs.

Title VII technical assistance grants support state staff and training funds to provide assistance to LEAs having direct discretionary bilingual education grants from the federal government. The staff also provides assistance to LEAs desiring more information about bilingual education, staff training, parent training, or assistance in applying for federal funds.

Special Projects Unit Staff

Dr. Betty Hinkle, Executive Director, 866-6779
Ms. Barbara Richter, Senior Secretary 866-6776
Ms. Jean Brownell, Administrative Clerk Typist, Unit Clerk, 866-6768
Ms. Velors Saxton, Accountant, 866-6775

Chapter 1

Ms. Virginia Plunkett, Supervisor, 866-6769
Ms. Iris Hogue, Senior Consultant, 866-6770
Mr. David Chandler, Senior Consultant, 866-6772
Mr. Roger Martínez, Consultant, 866-6771
Ms. Dolores Toth, Senior Secretary, 866-6777

Chapter 2

Dr. Linda Jones, Senior Consultant, 866-6780
Dr. Ron Bentley, Consultant, 866-6781

Migrant Education

Mr. Ernest Maestas, Supervisor, 866-6758
Ms. Peg Leshner, Consultant, 866-6750
Dr. David Pimentel, Senior Consultant, 866-6756
Ms. Linda Martínez, Senior Secretary, 866-6753
Ms. Clara Varela, Administrative Clerk Typist, MSRTS, 866-6660
Ms. Tina Tamayo, Sr. Administrative Clerk Typist, MSRTS, 866-6752
Ms. Bea Torres, Staff Assistant I, 866-6754

Title VII

Mr. J. Michael Gaddis, Senior Consultant, 866-6774
Dr. Guillermo Durón, Consultant, Parent/Teacher Training Project, 866-6773



Introduction

This booklet highlights model projects throughout Colorado that are funded under federal programs administered through the Special Projects Unit, Colorado Department of Education. These programs illustrate how federal funds have had a positive and significant impact on the education of Colorado students. These are by no means the only successful programs in the state. They are presented here to show the diversity of ways federal monies can be used by school districts.

A special thanks is given to the Special Projects Unit staff who helped compile the information for this booklet: Virginia Plunkett, Chapter 1; Linda Jones, Chapter 2; Peggy Leshner, Migrant Education; Mike Gaddis, Title VII; and Betty Hinkle, Unit Director.

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Chapter 1 Projects

Early Childhood Education Project

Denver Public Schools
Denver, Colorado

Four-year-olds with low scores on the Cooperative Preschool inventory are eligible to attend the district's Early Childhood Education Project. Project classes are held for two and one-half hours per day, five days a week at 18 sites.

Parents and other community members serve on each school's accountability committee. Parents also serve on the project's steering committee, providing ideas for project planning and implementation. They volunteer in the classroom, make or donate materials, and assist on field trips. Parents attend monthly parenting meetings and learn how to support their children's schooling. They also participate in individual conferences, both at school and at home, help evaluate the project, and provide ideas for improving it.

A project manager oversees activities in the 18 project sites and is responsible for: (1) monthly classroom observations, (2) coordination with school principals, (3) instructional leadership, (4) parent meetings, (5) new teacher training and inservice coordination, (6) record keeping, (7) financial management, (8) relevant research, and (9) proposal development. The project manager meets with each principal at least five times a year to review the project and serves on the early childhood education advisory committees at both the University of Denver and the Colorado State Department of Education.

Project classrooms are nurturing, warm, and inviting. They are decorated with children's work and other stimulating visuals. Learning centers feature hands-on materials and equipment. Activities are geared to building school-readiness skills, including self-direction and self-discipline.

Contact: Judith Long Crider
Denver Public Schools
150 South Pearl Street
Denver, Colorado 80209
(303) 837-1000 ext. 2710

Instructional Assistance Project (IAP)

Denver Public Schools
Denver, Colorado

Supplemental instruction in oral and written language, reading comprehension, and problem solving is provided to students in grades K-6 in the Instructional Assistance Project.

A new theoretical orientation to reading/writing instruction based on socio-psycholinguistic research is promoted through half-day monthly inservice sessions presented by a university consultant or an expert teacher-facilitator. Teachers choose one staff development model to pursue each school year, e.g., Reading/Writing Network, Investigations and Reflections on Teaching and Learning, Whole Language Facilitators, or Literature Studies. Teachers revise their view of effective reading/writing instruction through observation by and conferring with a coach and by visiting other classrooms.

Although all 117 teachers implement socio-psycholinguistic principles in unique ways, students in each room share responsibility for selecting appropriate reading material from children's literature, poetry, folk literature, and magazines; and they identify their own topics for writing projects.

Instruction, student assessment, and staff development are synergistic. Students' specific needs are identified through miscue analysis, writing samples, and reading/writing interviews. Progress is monitored through reading/writing folders and classroom teacher judgment of performance and attitude. Finally, effectiveness of instruction is reviewed through pre-post comparisons of standardized reading comprehension tests and of miscue analysis and writing samples.

Contact: Rosalie O'Donoghue
Denver Public Schools
150 South Pearl Street
Denver, Colorado 80209
(303) 837-1000, ext. 2116



Chapter 1 Projects

Math Achievement That Happens (MATH)

Aurora Public Schools
Aurora, Colorado

The Chapter 1 MATH project serves Chapter 1 eligible children, grades 2-5, in their regular classrooms. Teachers work with two to eight students for 20-30 minutes three to five days per week.

Staff development for project teachers is based on their expressed needs. In 1985-86, for example, five day-long sessions were provided, each consisting of: (1) a presentation by a guest speaker, (2) a preview of computer software, and (3) a group sharing session. Two multi-session workshops, one on the Systematic Training for Effective Teaching (STET) program and another on teaching higher-level thinking skills, were provided. Teachers also attended a district-sponsored math lecture series and the Colorado Council of Teachers of Mathematics fall meeting.

The project is evaluated through standardized testing; surveys of teacher, aides and parents; and interviews with building principals. The 1985-86 project evaluation reviewed project effectiveness against 13 attributes of effective schooling. Based on this review, project staff initiated activities to improve project coordination, parent involvement, student progress monitoring, and recognition and rewards for excellence.

The project seeks to strengthen math skills, build positive attitudes and self-concepts, maintain coordination with the regular program, and improve diagnosis and teaching processes. Goals are reviewed as part of the annual program evaluation.

Contact: Joan B. Ripple
Aurora Public Schools
1085 Peoria Street
Aurora, Colorado 80011
(303) 344-8060, ext. 367



Parents as Teachers Project

Adams County School District #14
Commerce City, Colorado

The Parents as Teachers Project serves preschool children and their parents. The project's three components are: (1) weekly one-hour home visits, (2) twice weekly, two-hour preschool sessions, and (3) monthly parent-child meetings.

Parents attend planning and evaluation sessions and other parent meetings. They learn involvement in instructing their children by observing the activities of the Home Visitor, who serves as an instructional role model. They visit preschool classes, observe, and help with small group activities.

During the weekly home visits, trained paraprofessional Home Visitors spend approximately an hour with the child and parent (or other relative, babysitter, etc.). The Home Visitor presents an organized and individualized lesson based on observations of the child's performance during the twice-weekly preschool sessions. The preschool sessions are devoted to developing language, cognition, and motor skills. Each day consists of self-choice exploratory play time, teacher-structured fine motor activities, and two large group activities which emphasize language development.

The preschool environment is warm and supportive. Children work in a relaxed atmosphere and are encouraged to take risks. The positive climate of the project helps overcome the initial fear small children often have of being separated from their parents. Parents report that their children like school and are unhappy when circumstances prevent them from attending.

Contact: Sylvia Kreider
Adams County School District #14
4720 E. 69th Avenue
Commerce City, Colorado 80022
(303) 288-0791, ext. 242

Chapter 1 Projects

Preschool and Improvement of Reading (PRIOR)

Poudre School District R-1
Fort Collins, Colorado

The Preschool and Improvement of Reading (PRIOR) project serves children from prekindergarten to grade 6. Pre-school children attend 160 half-day sessions during the school year. The reading program makes use of a pull-out design. Students receive 30 minutes of instruction four or five days per week. PRIOR received Joint Dissemination Review Panel (JDRP) validation in 1979 and was subsequently funded for dissemination through the National Diffusion Network.

Parents serve on parent councils and make recommendations for planning, implementation, and evaluation. Volunteers make instructional materials, hold fund raising projects, and assist with special projects. Information and training are provided for parents to work with their children at home.

Inservice topics for preschool staff have included curriculum development, parent involvement, first aid, and nutrition. Reading project staff have received training in language development, coordination with the district basal program, computer use, evaluation methods, early childhood education trends, parent involvement, and research in reading. Staff also participate in district staff development activities, and many have participated in Teacher Expectations and Student Achievement (TESA) training.

At the preschool level, the staff work with the children four days a week with the fifth day used for parent education, either in the home or at the preschool centers. Multisensory materials are used and teaching approaches accommodate various learning styles. The reading program features a language experience approach, and a variety of art and drama activities complement the reading lessons.

Contact: Monte Peterson
Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, Colorado 80521
(303) 490-3300

Prescriptive Individualized Diagnostic Education (PRIDE)

Pueblo School District #60
Pueblo, Colorado

In the Prescriptive Individualized Diagnostic Education project, student monitoring involves use of a profiling system including background information, diagnostic testing information, affective needs assessment data and an individualized educational plan for each student. Teachers also observe and interact with students, participate in weekly teacher team meetings and conduct student-teacher conferences.

In addition to holding regular Parent Advisory Council (PAC) meetings, staff conduct demonstrations and training sessions to enable parents to assist in their children's instruction. Interested parents may also receive computer training, and they have the opportunity to assist teachers and aides in the classroom. A Parent Community Worker, who serves as a liaison between the school and the community, has organized activities such as parent effectiveness workshops. A Parent Room with resources for parents' use is open during school hours. Many parents have attended conferences organized by the district PAC, and many are involved in evaluating the Chapter 1 programs.

The project features a summer school program (PRE-FIR) for kindergarten students needing additional reading readiness activities to succeed in first grade. Reading and language activities in the regular PRIDE program are individualized with students working one-to-one with teachers and in small groups. Chapter 1 support is closely coordinated with classroom progress.

Contact: John Garnett
Pueblo School District #60
P.O. Box 575
Pueblo, Colorado 81003
(303) 549-7150



Chapter 2 Projects

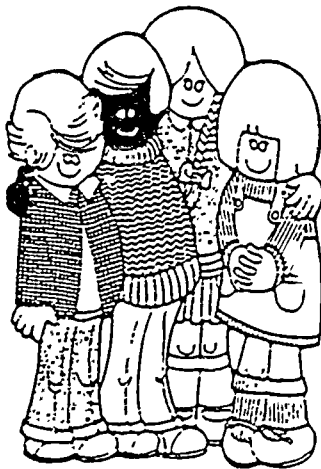
Continuous Processing Skills Project

Colorado Springs School District 11
Colorado Springs, Colorado

The Continuous Processing Skills Project involves staff and community patrons in the research, design, development and implementation of instructional processes to improve student learning in the area of reading comprehension in grades 1-6. The four-year project focuses on fluency, visualization, prediction, self-monitoring and critical reading.

An extensive inservice program provides means for interpretation of skills into daily classroom instruction. Teachers learn: (1) how to model each continuous processing skill during reading and writing instruction and (2) methods of coordinating the continuous processing skills through interactive teaching, diagnostic instruction and language development activities. Products include a resource guide for teachers entitled Continuous Processing Skills Handbook.

Contact: Wayne G. Stegman
Colorado Springs School District 11
1115 N. El Paso Street
Colorado Springs, Colorado 80903
(303) 520-2991



Cherry Creek Grant Program

Cherry Creek School District
Arapahoe County, Colorado

The Cherry Creek Grant Program provides three types of competitive grants for innovative teaching projects (K-12): "Skunks Works" (\$400), Mini-grants (\$2,000), and district-wide grants (\$5,000). A thirteen member committee of teachers, administrators, and parents review and approve proposals and make visits to schools to observe projects in action.

Dissemination of funded projects and sharing of teacher-developed materials and activities is emphasized in Cherry Creek's program. A magazine highlights individual grant activities, a catalogue of all funded projects called Learning Adventures is published every two years, a SWAP Conference (Share With Another Professional) encourages use of ideas in other settings and schools, and an end-of-year celebration is held to recognize creative teachers.

Contact: Russell Lofthouse
Cherry Creek School District
3301 South Monaco Blvd.
Denver, Colorado 80222
(303) 757-6201



Chapter 2 Projects

Jefferson County Computer Education Program

Jefferson County School District R-1
Jefferson County, Colorado

The Jefferson County Computer Education Program emphasizes implementation of a comprehensive computer science curriculum, grades 1-12, through extensive inservice training and consultative support for building staff. Five Chapter 2 funds staff members provided technical assistance and in-school training.

At the elementary level, Beginning with Logo introduces youngsters in grades 1-6 to the use of a computer to solve problems. The junior high courses are Living with Computers (one quarter), BASIC Programming (one quarter), and Logo for Learning (two quarters). The Living with Computers course includes units on computer ethics, telecommunications, robotics, careers, word processing, and other topics. At the senior high level, the offerings are Computers: Tools for Tomorrow, Structured BASIC, Programming with Pascal, and Advanced Placement Computer Science.

These courses are one semester in length with the exception of the advanced placement course, which is two semesters.

From Cave Walls to Computers is a special project and the title of a book written for teachers by the Chapter 2-supported staff. The book promotes writing across the disciplines, grades 4-12.

Contact: Jan Bybee
Jefferson County School District R-1
1829 Denver West Drive, Building #27
Golden, Colorado 80401
(303) 273-6940



Innovative Designs to Encourage Achievement (IDEA)

Littleton Public Schools
Littleton, Colorado

The IDEA program makes Chapter 2 funds available on a competitive basis to all staff to support activities which supplement the regular K-12 curriculum. Program goals are to enhance student growth and learning and to create an environment for excellence through teacher, team and school grants. Grant applications are reviewed by a district Chapter 2 committee.

A wide variety of projects are funded in areas such as reading, oral language, writing, science, math enrichment, study skills, leadership, gifted and talented, academic excellence, and health. Project activities include outdoor education lab experiences, field trips, artists and writers in residence, and thematic interdisciplinary projects such as a student-produced television program and a leadership conference for elementary students. Some projects also include inservice to sharpen the skills and talents of teachers.

Contact: Dr. Cile Chavez
Littleton Public Schools
5776 South Crocker Street
Littleton, Colorado 80120
(303) 795-7007

A number of school districts in Colorado have implemented teacher and school mini-grant programs with Chapter 2 funds. A limited number of copies of Fostering Teacher Initiative and Creativity Through Mini-Grants is available from the Chapter 2 office or CDE. This monograph (25 pages) describes how to plan and develop a mini-grant program. Call 866-6776.

Chapter 2 Projects

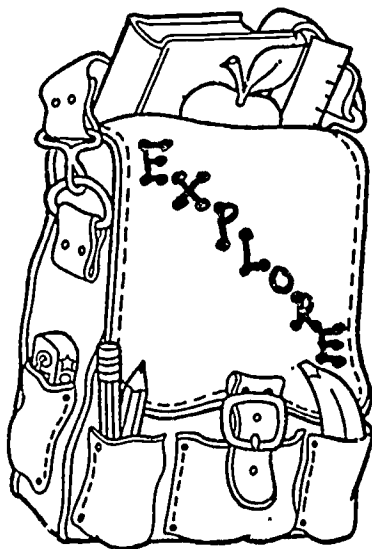
Project EXPLORE

Northglenn-Thornton School District 12
Northglenn, Colorado

Project EXPLORE is a unique curriculum effort that integrates science, social studies and thinking skills for grades 3, 4, and 5. This program includes teacher inservice which is provided through peer assistance in a collegial setting. A primary objective of the inservice is to expand teacher awareness and use of questioning techniques to develop higher-level thinking skills.

The long term objective of this project is to provide for direct instruction of thinking strategies in social studies and science through an integrated approach. Curriculum guides have been developed for grades 3 and 4. The fifth grade curriculum guide is currently under development.

Contact: Jan Smith
10290 North Huron
Northglenn, Colorado 80221
(303) 451-8889



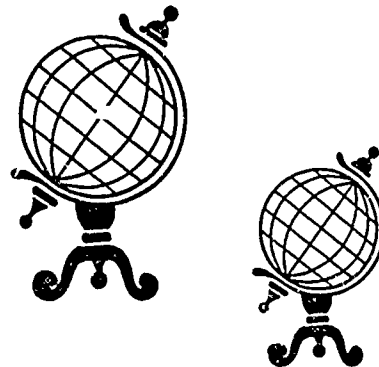
Talented and Gifted Enrichment Programming (TAG)

Summit School District Re-1
Summit County, Colorado

TAG is designed to meet the needs of K-12 students who possess a combination of highly superior intellectual ability, high levels of task commitment and/or high levels of creativity. Programming is also provided for other students who need enrichment experience beyond the regular classroom.

Activities include development of a needs-based I.E.P. for TAG students, facilitation of teachers by TAG staff to meet student needs, formulation of affective skills groups, mentorships for interested students, special activities such as project demonstrations and field trips, and provision of a Summer Enrichment Institute. Products include an identification procedures manual, brochure, a mentorship packet and an enrichment packet.

Contact: Carol Hunter Johnson
Summit School District Re-1
Box 7
Frisco, Colorado
(303) 468-6836



Title VII Projects

Family English Literacy Program (FELP)

Denver Public Schools
Denver, Colorado

The Family English Literacy Program responds to the needs of families of the more than 10,000 limited English proficient students in the Denver Public Schools. Approximately 200 participants from ages three and up are enrolled. The program is free to eligible participants and classes are held on Monday and Tuesday evenings.

FELP's primary goal is to promote literacy through a family oriented approach. The program model includes five elements which support the involvement of the whole family:

- transportation for participants from their homes to the school site,
- a youth enrichment center for the in-school youth (K-12),
- a preschool activity center,
- English literacy classes, and
- a community outreach component utilizing bilingual Community Resource Specialists.

These elements help to reduce the feeling of alienation between parents and the schools, as well as to increase the parents' feeling of self-worth.

Project successes include progress across all levels as judged by Basic English Skills Test results. The objectives have been addressed with workshops in parenting, class visitations, field trips and cross-cultural activities. It has been flexible and adaptive in meeting the needs of participants (e.g., providing a female bus driver for Turkish women). A return rate of more than 60 percent of the previous year's participants attests to the project's popularity.

Contact: Manley Daniel
Denver Public Schools
150 South Pearl Street
Denver, Colorado 80209
(303) 837-1000, ext. 2824



Basic Bilingual Education Program

Fort Lupton School District Re-8
Fort Lupton, Colorado

The Fort Lupton Basic Bilingual Program extends from preschool to grade six. Its primary goals are:

- learning basic skills in reading and writing, math, and language arts;
- learning a second language - a Spanish-speaking child will be enriched with English and an English-speaking child will be enriched with Spanish;
- development of self-concept
- development of cultural awareness

In addition to the academic emphasis of the program, the Fort Lupton School District also incorporates the use of computer assisted instruction (CAI) in its bilingual program. Commercial software and locally developed programs are used to reinforce the bilingual instruction.

Another important component contributing to the program's success is the involvement and support of parents of participating children. The parent advisory committee meets with district personnel on a regular basis, visits classrooms and informs other parents about program activities in progress. Parents also serve as voluntary teacher aides in the bilingual classrooms.

The district has a comprehensive ongoing staff development program coordinated by the bilingual director. The inservice program allows for teacher participation in classes, workshops, and conferences to enhance teaching skills. The involvement of the staff in the development of the district's curriculum in English and Spanish has brought about a better understanding by the staff in ways of creating teaching materials and developing instructional strategies to meet the varied needs of students.

Contact: Beatriz Martínez Kinnison
Fort Lupton School District Re-8
201 Reynolds Street
Fort Lupton, Colorado 80621
(303) 573-5098

Migrant Education Projects

Weld BOCES Migrant Program

Weld Board of Cooperative Educational Services

The Weld BOCES is the agency contracted by eight Weld County School Districts during the summer, and by seven districts during the regular year to provide migrant educational services available to schools under the provisions of Chapter 1, ECIA. The Weld BOCES office is located in LaSalle, Colorado, 50 miles north of Denver. Weld County, a predominately agricultural area, has the largest concentration of migrant students in the state.

The migrant project serves K-12 students at three sites in the summer and 26 schools during the regular year program. The summer program consists of a six week supplemental program for migrant students who, because of their mobility and lack of proficiency in the English language, need additional academic training to keep pace with the regular school program.

The Weld BOCES regular year migrant project provides services for students in grades K-12 who are performing one year or more below grade level in reading, language arts or math. The program is designed to supplement the regular curriculum. It employs a cooperative diagnostic/prescriptive approach between the classroom teacher and the Chapter 1 migrant teacher.

This project consistently has strong success in raising migrant student achievement in reading, language arts, and math. Success is primarily attributed to high expectations, dedicated teachers, strong leadership by the project director, and parent involvement activities, all of which yield a unified team approach.

Contact: Margaret Sarkis
Weld BOCES
P.O. Box 578
204 Main Street
LaSalle, Colorado 80645



San Luis Valley BOCS Summer Migrant Credit Accrual/Credit Exchange Program

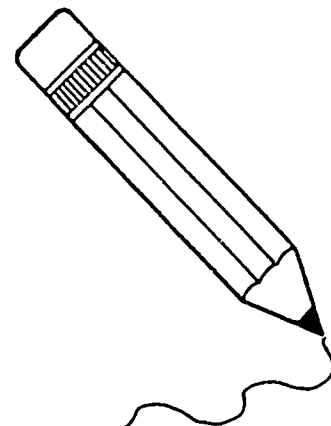
San Luis Valley BOCS

The San Luis Valley BOCS serves secondary migrant students through night school. Classes meet from 6:30-9:30 p.m., Monday through Thursday. Instruction is provided in English, language arts, reading, math, science, history, G.E.D., E.S.L., and vocabulary development.

Four certified teachers, three assistants, and one intern provide classroom instruction. The program also incorporates the services of a counselor from the Adolescent Health Service Project to provide group and individual counseling. Dental and health screenings are also an important part of the program.

The program staff contact each of the sending schools to determine credit accrual requirements for settled out migrant and credit exchange standards for current migrant students. The program's success is due to close contact with sending schools, located primarily in Texas. Cooperative efforts result in correct placement of students through needs assessment and student progress toward graduation requirements through the help of a dedicated staff.

Contact: Rich Duarte, Director
or
Sandee Hay, Secondary Coordinator
San Luis Valley BOCS
P.O. Box 1198
22nd and San Juan
Alamosa, Colorado 81004



MIGRANT
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